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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, module 6 is designed to introduce administrators to the Career Education Inventory, which has been developed specially for Hawaii, and which deals with techniques to develop a formative evaluation system for individual schools. (Module 6 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 6 contains one lesson dealing with evaluation of student progress, student self-kept records, the instructional program, and community resources. It includes two activities designed to familiarize the administrator with the evaluation instruments designed for the Hawaii career education continuum. Appendixes contain Forms B and C of the Student Growth Assessment of Career Development Inventory. (TA)

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CDC

CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE VI
EVALUATION OF CAREER EDUCATION (ADMINISTRATOR)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

College of Education, University of Hawii
Office of Instructional Services, Department of Education
State of Hawaii

SEPTEMBER 1976

CE 011 341

FINAL REPORT

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Hawaii Career Development Continuum, K-14

Conducted Under
Part C of Public Law 90-576

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the State of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

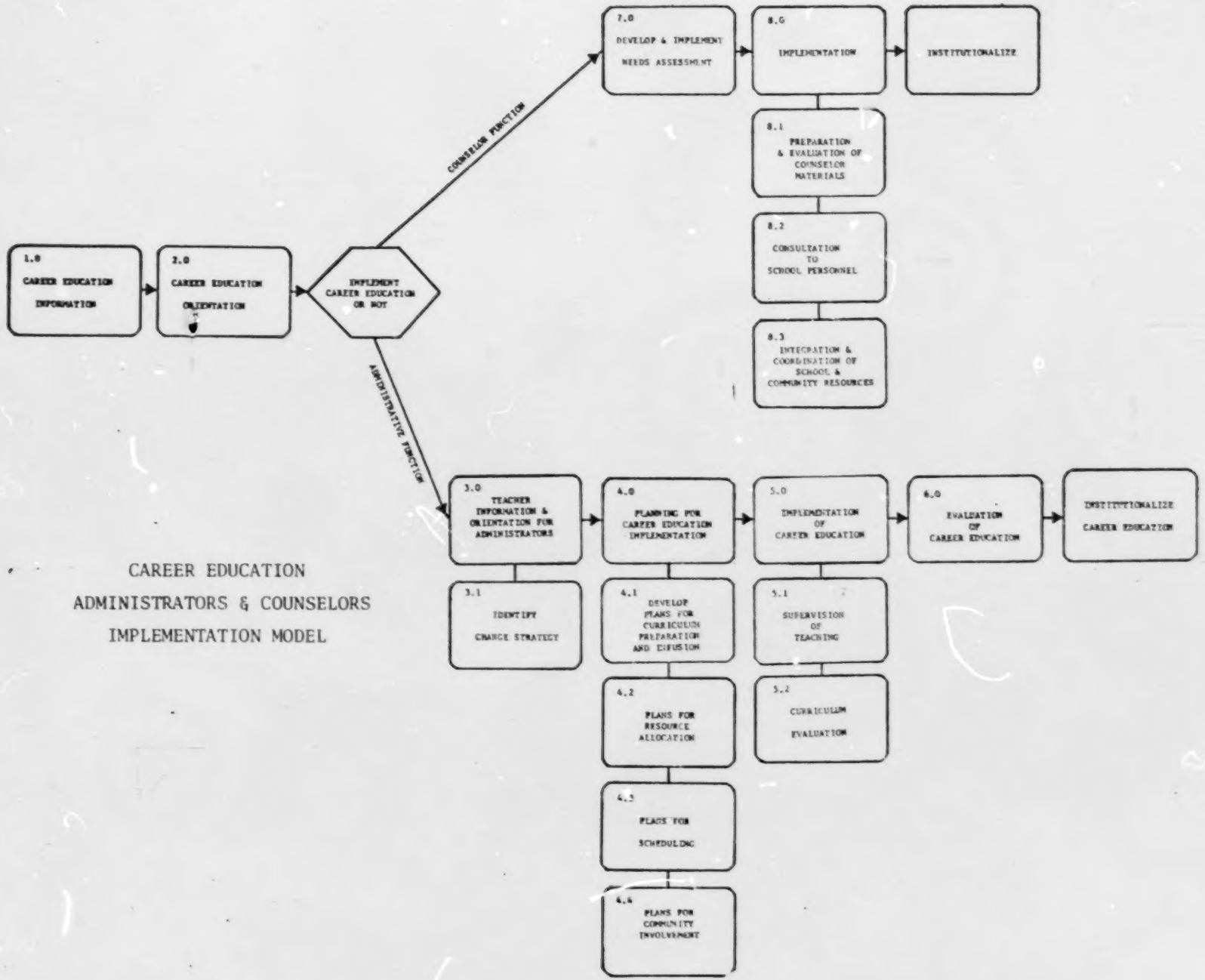
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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EVALUATION MODULE

The topic of evaluation is both broad and complex. Broad in the sense that a curriculum reform does not lend itself to narrowly based evaluation activities, and complex in the sense that many of the concepts are overlapping and the evaluation must tend to integrate them.

The term evaluation as it is used in this module means what evaluators often term as "formative evaluation." That is an internal evaluation of a program, undertaken as part of the developmental process, in which the performance of the students is compared to the objectives of the program. The purpose is to determine whether the instruction (including the materials) is workable and to suggest changes which would make the process more effective and efficient.

The formative evaluation centers on the goals and objectives of career education as a program. The major goals and sub-goals of the Hawaii Continuum have already been determined so a set of measuring devices to evaluate these goals has been produced.

The goal for the module is:

1. To become familiar with the evaluation instruments designed for the Hawaii Continuum.

Lesson 1

There are several inventories which have been developed commercially for use in formative evaluation of career education, i.e., The Career Maturity Inventory, Assessment of Career Development, The Differential Aptitude Test. While each has portions applicable to the measurement of the goals and subgoals of the Hawaii Continuum, none is completely satisfactory. Therefore in Phase III of the project a series of instruments were designed to be used to evaluate the progress of students in each of the four grade levels on each of the four major goals.

Consideration was given to the approaches to instrumentation for the inventory. The choice was a single objective type, word statement instrument.

Items for the inventory were secured by developing a pool of career education statements from (a) published tests and inventories, (b) books and articles, and (c) item writing. In the item construction an effort was made to obtain as pure a measure of the subgoal as possible. Items which were ambiguous or vague were rewritten or discarded. As nearly as possible an equal number of positive and negative items were included to forestall guessing.

The inventory has four forms, one for each grade level. All forms were for group administration. Form A was developed in an oral administration format, due to the potential reading limitations of students in K-3. The other forms feature easy recording of responses with both multiple choice and true/false responses.

The instruments were pilot tested in seventeen schools in the state of Hawaii with 866 students involved. The reliability factors varied but approached the .75 level as a minimum. The content validity was likewise high and the tests are adjusted to be useable as a measure of achievement of the goals of the Hawaii Career Education Continuum. To familiarize counselors and administrators with the inventory there are two forms included as Appendix A.

While the inventory provides a valuable tool for formative evaluation of the four goals of career education in Hawaii other evaluative tools may well be necessary. Teacher and student evaluations of on-site visitations have formative connotations which may change the instructional strategies for the following year.

Assessment of parent opinions about basic aspects of career education may be a part of a formative evaluation. Teacher opinions also may need to be gathered.

Formal summative evaluations of the programs once they are "in place" may well require assistance from the state level evaluators. Consequently, that aspect will not be discussed in this module.

The major emphasis in this module is to introduce administrators and counselors to the Career Education Inventory which has been developed specially for Hawaii. Its use should alleviate one problem often associated with formative evaluations, that of finding an appropriate instrument to measure change. Since this instrument has been tested and standardized, it should resolve that concern for administrators and counselors in the schools of Hawaii.

This module deals with techniques to develop a formative evaluation system for individual schools. Since the formative evaluation determines how well the system is performing and pinpoints those areas in which change and improvement is required, it is a necessary final step to institute a "feedback" system. Feedback is concerned with taking the results of the "formative evaluation" and applying them to correct or improve any part of the system which requires it.

Feedback systems have to be developed for every element in the system. When students are tested, the results of their achievement should be shared not only with the student himself but also with all of those persons directing the particular learning experience as a measure of the effectiveness of that activity. In this way the program can be monitored to determine where and how change might be introduced.

The feedback system must be integrated in such a manner that it involves faculty, students, the community through the advisory committee on career education, and the administrator. In that way it is possible to focus on all the problem areas which that evaluation uncovers. This will allow for rapid action to be taken when and where it is necessary. The three key elements in the feedback system include information on students, the instructional program and the community resources.

Evaluation of Student Progress

Perhaps the standard report card is the oldest and most conventional form of feedback. It records evaluation results (good or bad) and sends these data home and keeps them recorded in the formal system. In some schools there is very little explanation on the grade card that would explain to students or to anyone else the meaning of each grade or how progress can be made in the future. A student-based feedback system would diagnose student progress, record those areas where achievement is satisfactory and where improvement is required, and specify how a student can make these improvements.

Student Self-Kept Records

Because of the importance of skill acquisition and the need for students to develop the ability to make and act on career decisions, there is a special requirement for students to learn how to keep up-to-date records on their own personal achievements and how to interpret the data. This system of personal record keeping can begin in the early grades with very simple forms and in later years record the information students need to reflect on what events, activities, and experience influenced their early career.

The Instructional Program

All of the key components of the instructional program should receive feedback from the instruments included in this module. What information is needed to pinpoint problem areas? How should it be collected and recorded and to whom should it be sent for utilization? What data are required to identify effective innovation and successful learning experiences for the purpose of replication in other parts of the system? What data standards and procedures need to be created to provide for a system of incentives to stimulate and reward improvement and expansion of career education opportunities.

Community Resources

The census of community resources identifies what is available at a particular period of time. The evaluation process measures the quantitative and qualitative factors associated with these resources. The feedback system should be concerned with upgrading the inventory of community resources and reporting to all relevant parties the results of any evaluation of use of these resources.

In summary, the actual design of a feedback system will have to be tailored to meet the specific information needs of planners, administrators, and participants while at the same time providing for two-way communication between the schools, other schools, the appropriate state agencies, and all other concerned groups.

Teaching Tips

Among the most common techniques for evaluating education and training programs are: (1) direct solicitation of the reactions of the participants, including students and community persons; (2) individual and group tests to actually measure progress and achievements and attitudes in any phase of the program; (3) performance tests or observation of a student actually demonstrating his ability in the use of a skill; (4) comparison of results of new techniques and procedures with results over older or traditional methods; and (5) observation of the career education process to determine problems and find remedies. The ultimate evaluation of career education will not be achieved until enough persons have traversed the full system from early childhood throughout their working lifetime into retirement. Only then can society have valid comparison of the old and new in career development. But in the meantime, interim evaluations are necessary to test and improve the system.

The design, development, and use of evaluation procedures can best be performed by those capable of organizing a logical framework for identifying goals and then measuring the progress made in achieving these goals. The close relationship among goal statements, evaluative criteria, and performance standards cannot be overemphasized. Efforts spent in refining goal statements are almost certain to be reflected in greater precision of measurement of progress achieved in attaining these goals. Evaluation provides the principal with an opportunity to use objective criteria to supplement personal opinion. This is particularly so when instruments are designed and tested to reduce personal bias.

Evaluation determines how well the system is performing and pinpoints where improvement is required. Feedback is concerned with taking the results of an evaluation and applying them to correct or improve any part of the system requiring it. The faculty with which the school uses the feedback system will be a vital link in the continued operation of career education in the school.

Activity 1

After dividing into groups which contain administrators from the same types of schools, e.g., elementary, intermediate, secondary, devise a scheme using school and district resources to carry out a formative evaluation of a career education project. It should include a measure of student attainment, teacher satisfaction, and community involvement. The components should be developed in a manner that they can be used as "management information" by the principal.

Activity 2

Using Form C (see appendix) divide the participants into small groups to test their knowledge of one of the 4 goal components. Use one group for each goal. Participants can utilize the information they have gained in the other modules in this set of workshops, plus their own experience.

APPENDICES

STUDENT GROWTH ASSESSMENT OF CAREER DEVELOPMENT INVENTORY - FORM B

Student's Name _____

Grade _____ Age _____ Sex: Male Female

Teacher's Name _____

School _____ Date _____

The Student Growth Assessment of Career Development Inventory is exactly what the title suggests: an inventory of your growth in areas which contribute to career development. This is not a test. It is an inventory of growth in four areas which relate to career development: Self-Realization, that is, your understanding of yourself; Economic Efficiency, that is, your understanding of what it takes to be an effective producer of consumer of goods and services, Social Relationships, that is, your ability to get along with others, and Civic Responsibility, that is, your understanding of the rights and responsibilities of yourself and others. The results of this inventory can help you in assessing your career development. Do not spend a great deal of time on any one item. Do not talk over the questions with anyone else. Unless the answer is what you think, it will not really help to give a true picture of your career development.

DIRECTIONS: For each item in this inventory select the word or phrase that best completes the statement, and write the letter of your choice--(a), (b), (c), or (d)--on the line in front of the item number.

Example: c 1. The number of months in one year is

(a) seven
(b) ten
(c) twelve
(d) twenty

The best choice is twelve, so the letter c is written on the line in front of the statement.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

Do Not Write Below This Line

PART	ITEMS	GOAL MEASURED	POSSIBLE SCORE	ACTUAL SCORE
1	1-25	Self-Realization	25	
2	26-50	Economic Efficiency	25	
3	51-75	Social Relationships	25	
4	76-100	Civic Responsibility	25	
		Total	100	

INVENTORY FORM B

Part 1

b 1. You can best tell if you are doing well in a subject by

(a) checking the time the subject is given
(b) looking at your report card
(c) asking your next door neighbor
(d) asking a friend

c 2. One of the physical characteristics that a person might have is

(a) laziness
(b) coolness
(c) handsomeness
(d) cheerfulness

d 3. A social characteristic of a person is being

(a) pretty
(b) short
(c) strong
(d) friendly

a 4. An aptitude that a person might have is

(a) mechanical
(b) fat
(c) charming
(d) selfish

c 5. The best way to find out if one is good at an activity is by

(a) thinking about it
(b) reading about it
(c) trying it
(d) asking a friend

b 6. A person can become better at an activity by

(a) talking about it
(b) practicing it
(c) reading about it
(d) worrying about it

a 7. Knowing that you do something well is important because it helps you to

(a) make use of it
(b) boast about it to others
(c) hide it from others
(d) forget about it altogether

d 8. One good reason for knowing that a student is weak in a certain subject is that it gives the person a chance

(a) to forget about that subject
(b) to get someone else to do the assignments
(c) to avoid that teacher in the future
(d) to try and overcome the weakness if it is possible

d 9. When deciding to do something, a person should think about

(a) why and how to do it but not when
(b) how and when to do it but not why
(c) why and when to do it but not how
(d) why, how, and when to do it

a 10. When deciding to do something, it is important to know

(a) both the advantages and disadvantages of doing it
(b) the advantages of doing it
(c) the disadvantages of doing it
(d) neither the advantages nor disadvantages of doing it

b 11. The first thing a person should do in making a career decision is

(a) ask teachers and parents what to do
(b) set life career goals
(c) check working conditions
(d) find out how long the work week is

b 12. In order to do almost any job well, one will need to

(a) know lots of people
(b) be able to make decisions
(c) be good it sports
(d) know one's own interests

c 13. Once a person decides to do something, the next step to take would be to

(a) give it more thought
(b) wait for awhile until things get cleared up
(c) go ahead and do it
(d) forget about it

a 14. In choosing an occupation, it is important to know about

(a) the jobs which you like and dislike
(b) only the jobs you dislike
(c) only the jobs you like
(d) any jobs, regardless of your likes or dislikes

c 15. You can best tell how interested you are in a job by

(a) asking a person you work with
(b) asking a close friend
(c) knowing how much you enjoy it
(d) checking the time you spend working

d 16. In deciding whether or not a particular job is of interest to you, it is most important to consider

(a) your aptitudes and values
(b) your abilities and skills
(c) your skills and values
(d) your likes and dislikes

b 17. A worker who is likely to have a great deal of leisure time is a

(a) doctor
(b) sanitation worker
(c) governor
(d) hotel manager

d 18. A person who would probably do a great deal of traveling to many parts of the country or the world would be

(a) a forklift operator
(b) a T.V. repairman
(c) a chemist
(d) an airline pilot

a 19. You will usually do better in a subject at school if you are

(a) ambitious and dependable
(b) cheerful and dependable
(c) honest and friendly
(d) friendly and cheerful

c 20. One is most likely to do well in a subject if one

(a) goes to school on time
(b) does the assignment only when one feels like it
(c) studies regularly
(d) keeps one's books neat and clean

c 21. In a group of sixth grade boys, the main difference among them would be in their

(a) ages
(b) sex
(c) interests
(d) hair style

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b 22. The pupils and teachers of sixth grade classes in Hawaii will most likely

(a) have the same values and attitudes
(b) have different values and attitudes
(c) have different attitudes but the same values
(d) have the same attitudes but different values

d 23. In any sixth grade class it is most likely that

(a) all the students will excell in the same activity
(b) some of the students will excel in all activities
(c) none of the students will excel in any activity
(d) the students will excel in different activities

a 24. The best way to tell how two persons are different from each other is to observe the way they

(a) feel, behave, and look
(b) behave and look
(c) feel and look
(d) feel and behave

d 25. A word which describes a person's aptitude is

(a) fat
(b) charming
(c) selfish
(d) mechanical

Part 2

c 26. A person who puts gas in a car and checks the tires, battery, water, and oil is

(a) an automobile mechanic
(b) an autobody repairman
(c) a service station attendant
(d) a safety inspector

b 27. A person who prepares food, wears an apron and a tall white hat, and plans the meal is called

(a) a waiter
(b) a chef
(c) a dietician
(d) a pantry worker

a 28. A worker who cooperates with other workers to produce or make something is called

(a) a production worker
(b) a labor leader
(c) a coordinator
(d) a service worker

a 29. A salesperson works mainly with

(a) people
(b) things
(c) ideas
(d) data

b 30. People have respect for policemen and policewomen because

(a) people are afraid of them
(b) they enforce the law
(c) they can give traffic tickets
(d) they can arrest people

d 31. An important official who works for the city government is

(a) the governor
(b) the United States' president
(c) a congressman
(d) the mayor

c 32. A person who works to give service to others will most likely feel

(a) useless
(b) indifferent
(c) worthwhile
(d) respectful

b 33. A farmer's job is of most help to

(a) a banker
(b) a baker
(c) a barber
(d) a bartender

c 34. A teacher contributes to society by

(a) making a living
(b) using resources
(c) helping others
(d) creating new jobs

d 35. If we had no medical doctors and hospitals in Hawaii,

(a) tourists would increase but economic goods would decrease
(b) economic goods would increase, but tourists would decrease
(c) economic goods and tourists would not change
(d) economic goods and tourists would both decrease

a 36. When you participate in a group task at school, you will be able to contribute to the group goal by

(a) sharing part of the work with others
(b) sitting around and watching how others work
(c) being independent and doing things your own way
(d) refusing to help others unless they are friends

c 37. You can <u>best</u> contribute to group goals when in a group activity by

(a) setting up your own rules
(b) being cooperative only when and if you desire
(c) following the rules set by the group
(d) asking others to follow your way

a 38. You can find out which occupations have been developed within your lifetime by writing to

(a) the Department of Labor and the Chamber of Commerce
(b) the Department of Labor and the Honolulu Police Department
(c) the Department of Labor and the Visitors Bureau
(d) the Chamber of Commerce and the Honolulu Police Department

d 39. The best way to find out what occupations have been developed during your lifetime is to

(a) read children's books
(b) ask a close friend
(c) view comic strips
(d) refer to an occupational handbook

b 40. The best way to find out why a new occupation was created is by

(a) knowing how many people work in that occupation
(b) knowing what the occupation provides for people
(c) knowing who works in that occupation
(d) knowing whether the occupation is a daytime or nighttime job

d 41. A policeman's job was created because society needs

(a) to take away people's property by force
(b) to take rich people's property and give it to poor people
(c) to give people traffic tickets and create money for the police department
(d) to protect people and their property

b 42. To be successful in most jobs a worker should

(a) have a union card
(b) be skillful
(c) be friendly
(d) go to bed early

c 43. To be successful in most jobs a worker should be

(a) friendly
(b) deliberate
(c) organized
(d) humorous

a 44. To be successful in most jobs a worker should be

(a) responsible
(b) kind
(c) musical
(d) handsome

a 45. To be successful in most jobs a worker should be

(a) cooperative
(b) considerate
(c) robust
(d) artistic

c 46. A person must go to college to be

(a) an airline pilot
(b) a sanitation worker
(c) a professor
(d) a chef

d 47. A nurse must take courses in

(a) mathematics
(b) English
(c) bookkeeping
(d) science

b 48. An engineer must study

(a) biology and chemistry
(b) physics and mathematics
(c) history and geography
(d) economics and banking

b 49. In order to become a doctor one must complete

(a) college, vocational school, and an apprenticeship
(b) college, medical school, and an internship
(c) vocational school, medical school, and an internship
(d) community college and medical school

c 50. The best way to find out what occupations have been developed during your lifetime is by

(a) viewing comic strips
(b) reading children's books
(c) referring to an occupational handbook
(d) asking a close friend

INVENTORY FORM B (Continued)

Part 3

a 51. When you play a group game you know you can play well, you will likely feel very

(a) confident
(b) fearful
(c) tense
(d) weak

d 52. If you play in a group game and you win, you will probably feel

(a) selfish
(b) indifferent
(c) aggressive
(d) proud

c 53. Doing your share of work well in a group activity will make the group

(a) respect you less
(b) load you with extra work
(c) respect you more
(d) neglect you more

a 54. When several people participate in a group activity

(a) all of the participants should enjoy it
(b) only some of the participants need enjoy it
(c) only the leader should enjoy it
(d) none of the participants should enjoy it

b 55. I work in a courthouse. When people have arguments they cannot settle, they hire lawyers and present their arguments in front of me in court. I wear a robe and use a gavel. It is usually my job to decide which side is right. Who am I?

(a) mayor
(b) judge
(c) recorder
(d) senator

d 56. My job is important to everyone. I collect the garbage that people discard and put into cans and bags. If I did not do my job the garbage would collect on the streets and this would not be healthy. Who am I?

(a) fireman or firewoman
(b) policeman or policewoman
(c) meter reader
(d) sanitation worker

d 57. I work for the city. I am elected to be in charge of the city government. When things need to get done people call my office or attend our city council meetings. Who am I?

(a) governor
(b) police chief
(c) inspector
(d) mayor

c 58. One of my parents is a Republican and the other is a Democrat. They belong to what?

(a) service club
(b) trade unions
(c) political parties
(d) parent-teacher associations

a 59. Preventive medicine is best provided when

(a) doctors and nurses work together
(b) doctors and dentists work together
(c) doctors work alone
(d) dentists and nurses work together

a 60. The customers in an eating place are given the best service when

(a) counter workers and the fry cook work together
(b) fry cooks work alone
(c) counter workers work alone
(d) counter workers and customers work together

b 61. In order to manufacture an automobile it is important to have cooperation between

(a) customers and salespersons
(b) supervisors and assembly workers
(c) salespersons and assembly workers
(d) supervisors and customers

d 62. To provide a good education for Hawaii students it is especially important that

(a) the school clerk and bookkeeper work together
(b) the cafeteria workers and parents work together
(c) the maintenance workers and cafeteria workers work together
(d) the principals, teachers and parents work together

c 63. A baker's job depends on

(a) a broker's job
(b) a butcher's job
(c) a farmer's job
(d) a banker's job

a 64. The plastic industry is dependent upon the

(a) petroleum industry
(b) steel industry
(c) car industry
(d) cotton industry

a 65. A clothing salesperson's job depends upon the

(a) textile industry
(b) automobile industry
(c) food industry
(d) sugar industry

b 66. The druggist's work depends on the work done by

(a) a teacher
(b) a doctor
(c) a storeclerk
(d) a policeman or policewoman

c 67. Some people work because they want to

(a) kill time
(b) get tired
(c) make money
(d) relax

b 68. Most people work because they want to

(a) get old faster
(b) feel useful
(c) waste their time
(d) sleep well at night

a 69. Many people work because they want to

(a) make a living for themselves and their dependents
(b) take advantage of others
(c) use natural resources wisely
(d) punish themselves

d 70. When parents are helping out at school by making things for school parties, they are

(a) relaxing
(b) teaching
(c) studying
(d) working

b 71. A doctor's job is related to

(a) an engineer's job
(b) a druggist's job
(c) a banker's job
(d) a professor's job

d 72. An engineer's job is related to

(a) a carpenter's job
(b) a chemist's job
(c) a teacher's job
(d) an architect's job

b 73. A grocer's job is related to

(a) a baker's job
(b) a farmer's job
(c) a butcher's job
(d) a barber's job

d 74. An actor's job is related to

(a) a realtor's job
(b) an architect's job
(c) a sculptor's job
(d) an actress's job

a 75. When you play a group game you know you can play well, you will likely feel very

(a) confident
(b) tense
(c) fearful
(d) weak

a 76. When you agree to do a share of work in a group activity, you have accepted

(a) a responsibility
(b) a privilege
(c) a right
(d) a hardship

b 77. If you fail to do your share of work, your friends will probably think of you as being

(a) careless
(b) undependable
(c) forgetful
(d) carefree

d 78. When you take a job, you are expected to

(a) do it whenever you are in the right mood
(b) ask somebody else to do it for you
(c) be carefree about doing it
(d) do it as best you can

c 79. Workers will most likely be successful in their jobs if they are

(a) punctual, dependable, and artistic
(b) dependable, organized, and indulgent
(c) punctual, dependable, and organized
(d) punctual, organized, and evasive

b 80. Taking part in an organized group activity most likely means

(a) learning new things and making money
(b) learning new things and making new friends
(c) making new friends and more money
(d) sharing things and giving up working

c 81. Taking part in an organized group probably means

(a) giving up group goals
(b) sacrificing group goals for personal goals
(c) achieving personal goals by contributing to group goals
(d) giving up personal goals

d 82. Taking part in an organized group probably means working

(a) independently
(b) competitively
(c) incompetently
(d) interdependently

c 83. To take part in an organized group, one needs to be

(a) aggressive and agreeable
(b) aggressive and dependable
(c) agreeable and dependable
(d) agreeable and impersonal

d 84. In an election people do their voting at the

(a) senate chambers
(b) tax office
(c) T.V. station
(d) polls

c 85. We need to have laws in order to

(a) make jobs
(b) enforce rules
(c) protect society
(d) help lawmakers

a 86. In Hawaii state taxes are used to pay for

(a) schools
(b) industries
(c) newspapers
(d) hotels

c 87. When voting for a President, you would be <u>least</u> concerned about the person's

(a) leadership quality
(b) understanding of people's needs
(c) friendliness
(d) ability to solve problems

a 88. Some students help with chores at home without getting paid because they like to

(a) be praised
(b) get money
(c) spend time
(d) follow orders

d 89. Schools sometimes give prizes to students who

(a) do chores at home
(b) sit quietly in the classroom
(c) are very playful and friendly
(d) are excellent in their studies

a 90. An employer might reward a worker for doing a job well by giving the worker

(a) a promotion
(b) a club membership card
(c) a demotion
(d) a discharge note

b 91. A professor of chemistry might be rewarded by being

(a) awarded a badge for literary achievement
(b) awarded a medal for scientific distinction
(c) asked to retire early
(d) asked to write an autobiography

d 92. Pineapple workers live and work in

(a) warm, dry climates
(b) cold, wet climates
(c) cold, dry climates
(d) warm, wet climates

c 93. To have good crops it is most important for farmers to have water and

(a) barren soil
(b) good workers
(c) rich soil
(d) heavy trucks

a 94. Hawaii is a popular place for tourists because

(a) Hawaii has a beautiful climate
(b) Hawaii is the fiftieth state
(c) people in Hawaii are dependent on tourists
(d) Hawaii has so many different people

b 95. In order to keep to keep tourists coming to Hawaii, we must keep Hawaii's beaches

(a) open only to tourists
(b) beautiful and clean
(c) under the control of hotels
(d) closed to surfers

c 96. When people join civic groups they will

(a) avoid working altogether
(b) avoid being interdependent
(c) become aware of their rights as citizens
(d) forget about their problems

b 97. By joining a civic group you can most likely learn how to be

(a) playful
(b) useful
(c) restless
(d) restful

d 98. When you join a civic group you will

(a) cooperate, compete and coordinate with others
(b) cooperate, compete, and organize with others
(c) coordinate, compete, and organize with others
(d) coordinate, cooperate, and organize with others

a 99. An organization that protects the welfare of the workers is called

(a) a labor union
(b) a political party
(c) a service club
(d) a professional society

b 100. One may increase one's success in a job by being

(a) dependable, organized, and indulgent
(b) punctual, dependable, and organized
(c) organized, evasive, and punctual
(d) punctual, dependable, and artistic

STUDENT GROWTH ASSESSMENT OF CAREER DEVELOPMENT INVENTORY - FORM C

Student's Name_____

Grade_____Age_____Sex: Male Female

Teacher's Name_____

School_____Date_____

The Student Growth Assessment of Career Development Inventory is exactly what the title suggests: an inventory of your growth in areas which contribute to career development. This is not a test. It is an inventory of growth in four areas which relate to career development: Self-Realization, that is, your understanding of yourself; Economic Efficiency, that is, your understanding of what it takes to be an effective producer or consumer of goods and services; Social Relationships, that is, your ability to get along with others; and Civic Responsibility, that is, your understanding of the rights and responsibilities of yourself and others. The results of this inventory can help you in assessing your career development. Do not spend a great deal of time on any one item. Do not talk over the questions with anyone else. Unless the answer is what you think, it will not really help to give a true picture of your career development.

DIRECTIONS: For each item in this inventory select the word or phrase that best completes the statement, and write the letter of your choice--(a), (b), (c), or (d)--on the line in front of the item number.

Example: __c__ 1. The number of months in one year is
(a) seven
(b) ten
(c) twelve
(d) twenty

The best choice is twelve, so the letter c is written on the line in front of the statement.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

Do Not Write Below This Line

PART	ITEMS	GOAL MEASURED	POSSIBLE SCORE	ACTUAL SCORE
1	1-25	Self-Realization	25	
2	26-50	Economic Efficiency	25	
3	51-75	Social Relationships	25	
4	76-100	Civic Responsibility	25	
			Total 100	

INVENTORY FORM C

Part 1

b 1. A worker who needs to be especially fast and physically fit is
(a) a carpenter
(b) a policeman/woman
(c) a bus driver
(d) a house cleaner

b 2. A worker who does an extraordinary amount of physical work is
(a) a salesperson
(b) a sanitation worker
(c) a bus driver
(d) a tour director

d 3. A worker whose job demands a very great amount of accuracy is
(a) an economic analyst
(b) an account clerk
(c) a technical writer
(d) a medical surgeon

a 4. In choosing an occupation, people should be aware of their own
(a) abilities, interests, and attitudes
(b) abilities, interests, and place of birth
(c) attitudes, interests, and cultural background
(d) attitudes, interests, and racial background

b 5. If you engage in an occupation that you dislike, you will more likely be
(a) successful if you read fast
(b) successful if you grow to like the work
(c) unsuccessful no matter what
(d) successful if you make friends easily

d 6. Your disinterest in a job may be changed to interest after you
(a) tell your feelings to a friend
(b) leave it aside for a while
(c) take a vacation abroad
(d) learn more about it

b 7. The best reason for being aware of your own strengths is so that you can
(a) hide them from others
(b) use them to choose the right occupation
(c) use them to take advantage of others
(d) forget about your weaknesses

c 8. It is important for you to be aware of your own weaknesses because you can then
(a) make sure nobody finds out about them
(b) forget about the weaknesses completely
(c) try to find out how to overcome the weaknesses
(d) try to find other people with the same weaknesses

d 9. The more you know about a situation
(a) the more confusing the situation becomes
(b) the more critical the time element becomes
(c) the better off your opponents will be
(d) the better prepared you will be to make decisions

c 10. People who are able to make good decisions tend to be more
(a) impulsive
(b) impatient
(c) successful
(d) educated

d 11. In making career decisions a person must think first of all in terms of
(a) parents' interests
(b) friends' interests
(c) public interests
(d) personal interests

a 12. When a person decides on a career, the most important factor would probably be
(a) personal satisfaction
(b) social status
(c) family tradition
(d) making money

c 13. If you plan to be a teacher, your high school course of study will most likely be
(a) general education
(b) vocational training
(c) college preparatory
(d) technical training

a 14. An undesirable occupation for a shy person would be
(a) insurance salesperson
(b) brickmason
(c) carpenter
(d) farmer

b 15. A person who places high value on achievement and recognition from others would be most likely to choose a career as
(a) a gardener
(b) a musician
(c) a taxi driver
(d) a sanitation worker

b 16. If several career opportunities are open to a person, one would have to consider
(a) job location, income, and one's own friends
(b) income, job location, and one's own values
(c) transportation, hours, and one's own friends
(d) transportation, food preference, and one's own values

c 17. One's occupation will likely determine one's
(a) age and income
(b) religion and race
(c) income and friends
(d) race and friends

d 18. The people in a particular occupational group most likely will have the same
(a) age
(b) sex
(c) friends
(d) living style

b 19. One who has a liking for figures and calculation would do well as
(a) a typist
(b) a bookkeeper
(c) a machinist
(d) a librarian

c 20. People who were workers in the Peace Corps probably found that their way of life
(a) did not change
(b) was changed educationally
(c) was changed economically and socially
(d) was changed politically

c 21. When people of different ethnic backgrounds work and live together they tend
(a) to develop different interests
(b) to dislike each other more
(c) to develop similar values
(d) to be suspicious of each other

b 22. When you work or live with people from different cultural or racial backgrounds, you should
(a) try to change your ways to their ways
(b) understand and respect their ways
(c) avoid associating with such people
(d) try to change their ways to your ways

b 23. The factor which is <u>least</u> helpful to describe how two groups of people are different is
(a) religion
(b) total population
(c) race
(d) customs

a 24. We can <u>best</u> describe how two groups of people differ in their way of life by observing their
(a) behaviors
(b) heights
(c) weights
(d) sizes

c 25. Your disinterest in an occupation may be changed to interest after you
(a) leave it aside for a while
(b) take a vacation abroad
(c) learn more about it
(d) tell your feelings to a friend

Part 2

c 26. A salesperson is one who works with
(a) things
(b) data
(c) people
(d) ideas

b 27. A statistician is a person who works with
(a) things
(b) data
(c) people
(d) ideas

a 28. A mechanic works with
(a) things
(b) data
(c) people
(d) ideas

c 29. A community worker whose job is concerned mainly with people is a
(a) meter reader
(b) sanitation worker
(c) policeman/woman
(d) telephone repairperson

d 30. The worker whose job is most directly important to the welfare of people is the
(a) salesperson
(b) florist
(c) ditch digger
(d) social worker

c 31. Ambulance drivers probably increase their feelings of personal dignity because
(a) the hours of work are flexible
(b) the rate of pay is very high
(c) their work involves great responsibility
(d) their work involves some travel

c 32. Nurses probably develop feelings of worth because
(a) their hours change from time to time
(b) the fringe benefits are extraordinary
(c) they are helping other people
(d) they meet important people

b 33. People have respect for policemen and policewomen because
(a) people are afraid of them
(b) they enforce the law
(c) they can give traffic tickets
(d) they can arrest people

a 34. A service worker whose work is often done in resort hotels is a
(a) cook
(b) fireman/woman
(c) policeman/woman
(d) pharmacist

a 35. A worker who contributes to our environment by keeping it healthy and clean is
(a) a sanitation worker
(b) a medical doctor
(c) a social worker
(d) a licensed nurse

d 36. A person to whom money means a great deal might decide to be a
(a) travel agent
(b) teacher
(c) farmer
(d) lawyer

c 37. If no one in Honolulu had jobs,
(a) everybody would be free and happy
(b) there would be no conflicts or crimes
(c) there would be many people who were frustrated
(d) there would be no worry about the future

a 38. There are many different jobs in the society because
(a) there exist so many different needs
(b) people like to try different jobs
(c) the population is so large in this country
(d) there are so many different people in this country

d 39. New occupations are created in the society because
(a) young people do not like to do old jobs
(b) some people always like to try new jobs
(c) people get tired of doing old jobs over and over again
(d) new needs arise in the society

b 40. Our community would become totally unsafe without the services of our
(a) mailman/woman
(b) policeman/woman
(c) zookeepers
(d) social workers

d 41. Our Hawaiian communities would be hardest hit economically if we did not have the contribution of
(a) doctors and nurses
(b) architects and engineers
(c) policemen/women and firemen/women
(d) hotel and restaurant workers

b 42. When an employer has many applications for a particular job, the applicant who is picked most likely will be the one having
(a) the most references
(b) the best job qualifications
(c) the greatest economic need
(d) the greatest mental ability

a 43. Those workers who are usually hardest hit by unemployment are
(a) the unskilled workers
(b) the semi-skilled workers
(c) the craftsmen
(d) the professional workers

d 44. Your chances of being hired for a job will increase if you have
(a) motor skills and manners
(b) good manners and attitudes
(c) good manners and skills
(d) good attitudes and skills

d 45. Once you are hired for a job your chances of keeping the job will increase if you are
(a) neat, punctual, forgetful
(b) organized, dependent, carefree
(c) organized, carefree, impersonal
(d) efficient, organized, neat

b 46. To be able to work as an electrician a person should have
(a) a high school diploma with courses in mechanical drawing
(b) one or two years of post-secondary vocational technical education
(c) four or five years of college education
(d) an engineering degree

b 47. To be able to work as an engineer one should have
(a) a high school diploma with courses in industrial arts
(b) four or five years of college with courses in mathematics and physics
(c) one or two years of community college or vocational-technical school
(d) a high school diploma with courses in mechanical drawing

c 48. A person who studies uses and compositions of medicines is called
(a) a chemist
(b) a biochemist
(c) a pharmacist
(d) a nutritionist

a 49. To become a newspaper reporter, one should study
(a) journalism
(b) physics
(c) English
(d) chemistry

b 50. The worker whose job is most directly important to the welfare of the people is the
(a) ditch digger
(b) social worker
(c) florist
(d) salesperson

Inventory Form C (continued)

Part 3

a 51. One who makes friends quickly and easily is most likely to be
(a) compatible
(b) aggressive
(c) impulsive
(d) seclusive

d 52. The best thing to do if you cannot get what you want from other people is to
(a) take it from them by force
(b) steal it if you can
(c) beg for it or cry
(d) remain calm and patient

c 53. A very effective way to gain an understanding of oneself is through
(a) plenty of exercise each morning
(b) a well balanced diet
(c) interacting with various people
(d) keeping to oneself and avoiding people

b 54. If a person criticizes you or your work, you should
(a) demand an immediate apology
(b) see how to best benefit from the criticism
(c) respond with counter criticism
(d) stop interacting with that person

d 55. The way a person behaves depends largely on
(a) the time of year
(b) the place you are in
(c) the interests you have
(d) the groups you are in

c 56. A person has an expected way to behave if the person
(a) goes swimming alone
(b) does homework
(c) joins the basketball team
(d) watches TV

a 57. You can best influence a group by
(a) participating in its activities
(b) reading about the group
(c) thinking a great deal about it
(d) hearing what others say about it

a 58. Being a member of a group, like Boy Scouts or Girl Scouts, helps a person to
(a) appreciate different ethnic groups
(b) develop independence in thinking
(c) develop skills in athletics
(d) acquire skills in self-understanding

b 59. In a group activity participants should work
(a) independently
(b) cooperatively
(c) competitively
(d) impersonally

c 60. When participating in a group activity, the members should
(a) follow their own rules
(b) help others if they feel like it
(c) cooperate with others to do the task
(d) avoid being dependent on others

a 61. The effect of teamwork is that work is done more
(a) effectively
(b) inefficiently
(c) slowly
(d) competitively

a 62. People often cooperate to do things because
(a) they find it essential to their survival
(b) they are afraid of competing with each other
(c) they are too lazy to do things alone
(d) they like to check and control each other

d 63. To make the pineapple industry profitable, it is necessary for the jobs of cannery workers and pineapple pickers to be
(a) independent
(b) controlled
(c) competitive
(d) interrelated

a 64. A doctor's occupation is most closely related to that of
(a) a nurse
(b) a chemist
(c) a biochemist
(d) a physicist

c 65. A civil engineer's job is most closely related to
(a) a carpenter's job
(b) a sanitation engineer's job
(c) an architect's job
(d) a pilot's job

b 66. A newspaper editor's job is most closely related to
(a) a sociologist's job
(b) a journalist's job
(c) a realtor's job
(d) a biologist's job

d 67. People who can change their behavior from one situation to another are
(a) inconsistent
(b) maladjusted
(c) irresponsive
(d) flexible

b 68. A person who is able to play different roles when on a group project would most likely
(a) constantly interfere in everybody's work
(b) facilitate the completion of the project
(c) delay the completion of the project
(d) push everybody else aside and do the project alone

d 69. The best reason for changing from one occupation to a new or a different occupation is that a person
(a) is mentally unstable
(b) is not able to stick to a single job for long
(c) does not know what he or she really wants
(d) sees the change as essential to survival and success

a 70. Over a long period of time the relationship between any two people will most likely
(a) change somewhat
(b) remain the same
(c) become stronger
(d) become weaker

a 71. A baker's job would not continue to exist if there were no
(a) farmers
(b) teachers
(c) coal miners
(d) doctors

d 72. Your daily life at school is probably influenced most by
(a) teachers and custodians
(b) teachers and principal
(c) friends and principal
(d) teachers and friends

c 73. In order to build a house, one will likely need the services of
(a) a machinist, an electrician, and a carpenter
(b) an assembler, an architect, and an electrician
(c) a carpenter, a painter, and a plumber
(d) a plumber, a glazier, and an assembler

b 74. To meet the basic needs of the tourist industry, Hawaii needs
(a) hotel managers, tour directors, and movie projectionists
(b) food service workers, hotel workers, and bus drivers
(c) stenographers, typists, and immigration officials
(d) barbers, beauticians, and saleesclerks

d 75. When people participate in a group task they tend to work
(a) impersonally
(b) competitively
(c) independently
(d) interdependently

Part 4

d 76. Sharing part of the work in a group project means you should
(a) be unconcerned if the task is completed
(b) be unconcerned if the rest complete their parts of the task
(c) strictly stick to your own rules and standards
(d) be concerned with the efficiency of task completion

c 77. If you accept a share of work in a group task but fail to do it as you promised to, the other members would think of you as being
(a) careless
(b) forgetful
(c) irresponsible
(d) carefree

a 78. An employee working for a company should follow the company rules
(a) even if they may seem unfair
(b) only as long as they are fair
(c) only if the worker is paid enough
(d) only if they are approved

c 79. The safety rules in a construction company are for
(a) keeping the tools and machines undamaged
(b) operating the company efficiently
(c) the safety of the workers themselves
(d) the safety of the building itself

a 80. Participating as a volunteer in a civic group would mean
(a) contributing to a cause
(b) avoiding working
(c) killing extra time
(d) earning extra money

b 81. Participating in a civic group like the League of Women Voters will increase a person's chances for
(a) discussing personal problems and family matters
(b) becoming more aware of one's rights as a citizen
(c) creating an independent group in the community
(d) contributing to the blood bank in the community

b 82. A person who joins a civic organization should be able
(a) to compete with others in the group
(b) to take initiative when necessary
(c) to be domineering and agressive
(d) to be submissive and non-challenging

___ 83. People usually join civic organizations to
(a) gain self-understanding
(b) participate in social activities
(c) fight against social injustice
(d) make new friends

___ 84. Labor unions were established in order
(a) to create new leadership roles among workers
(b) to have control over workers and check if they work properly
(c) to have workers get together sometimes to exchange their working knowledge
(d) to protect the rights and privileges of the workers

___ 85. The reason for establishing laws in the society is
(a) to provide jobs for the lawyers
(b) to provide jobs for the police
(c) to provide protection of society
(d) to make money for the city

___ 86. Rules and regulations which restrict areas where hiking is permitted
(a) should be obeyed under all circumstances
(b) should be obeyed only if rangers are around
(c) should not be obeyed if no fines are imposed
(d) should be obeyed under special circumstances

___ 87. Laws and rules that are established in a society
(a) should never be changed
(b) should be changed if lawyers say so
(c) should be changed once in a while so that politicians can keep their jobs
(d) should be changed if most of the people say so

___ 88. Working should give a person a feeling of being
(a) useful
(b) playful
(c) wasteful
(d) useless

___ 89. Working should give a person a sense of
(a) belonging, incompetence, and achievement
(b) belonging, dependency, and unimportance
(c) achievement, impersonality, and importance
(d) belonging, achievement, and worth

___ 90. Working should provide an opportunity for a person to satisfy his or her need for
(a) status, approval, and impersonality
(b) status, approval, and giving service
(c) approval, giving service, and aggression
(d) aggression, approval, and dependency

__c__ 91. A person who works will likely develop a strong appreciation for
(a) wastefulness
(b) dependency
(c) leisure time
(d) snobbishness

__c__ 92. The purpose of recycling cans and newspapers is
(a) to create new jobs for the unemployed
(b) to increase companies' profits
(c) to conserve resources
(d) to overcome temporary shortages of such products

__d__ 93. A social worker's job deals with conservation of
(a) natural resources
(b) energy
(c) endangered species
(d) human resources

__a__ 94. Keeping the environment clean is the responsibility of
(a) every person in the country
(b) sanitation workers
(c) all those who use motor vehicles
(d) all residents who live in cities

__b__ 95. Keeping the environment clean most likely will result in
(a) decreased use of resources
(b) less disease and death
(c) greater social costs
(d) greater personal loss

__a__ 96. Workers should be punctual for their work
(a) if they want to increase their chances for advancement
(b) only if they find the job is interesting
(c) if they will be fined for being late
(d) if they notice other workers are punctual

__d__ 97. Dependability in a job means that
(a) certain workers can be depended upon to complete everyone else's work
(b) one can depend on others to complete one's assigned work
(c) the worker is a helpless and dependent person
(d) the worker will complete the assigned work on time

__c__ 98. An employer of airplane mechanics usually wants to have employees who have
(a) intelligence, mental ability, good work habits
(b) psychomotor skills, manipulative skills
(c) good work habits, mental and motor skills
(d) mental abilities, motor skills, intelligence

__a__ 99. Personal traits that are important factors in working in groups are
(a) punctuality and dependability
(b) strength and aggressiveness
(c) sensitivity and stubbornness
(d) verbal skills and energy

__d__ 100. Laws are established in the society in order
(a) to make money for the city
(b) to create jobs for the lawyers
(c) to create jobs for the police
(d) to provide protection of society